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Journal of EDUCATION

BOSTON, MASS.
Vol. CXI, No. 20

May 19, 1930

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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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JOURNAL OF EDUCATION: Founded 1875. Published Weekly (except August) by New England Publishing Company, Six Beacon Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c.; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

Indexes to Journal of Education are published annually with the last issue in December. The contents are also indexed in the Education Index.

Editorial

Public School Principals

IN THIS decade, which already has its place in the forefront of achievement in education, nothing is more illuminating than the commanding position in the profession and with the public of public school principals.

There are school principals in every city whose influence in the lives of students is what that of the president of a large academy, seminary, or small college was thirty years ago.

Subject supervisors make it possible for a principal to think in terms of life instead of books, of youths instead of subjects.

A principal who was subject-bound was sure to think of every student in the subject of lowest dimension. He measured every student from the lowest classroom attitude.

Today a principal thinks of every student in his life relation.

The spirit of a modern principal, man or woman, is a radio message in perfect tone. A principal who is subject-static is a tragedy in this day when the spirit of the principal is one of the noblest achievements in education.

Education as a Profession

MORE than one-fourth of the 15,800 men and women who have graduated from Syracuse University in the twentieth century practiced education as a profession, or 4,035 men and women made education their life work. Medicine, 1,225; law and government service, 1,220; engineering, 881; religious service, 413; forestry, 398; business, 326; science, 202; journalism, 201; social service, 152; farming, 145.

A Massachusetts Venture

THE University Extension Department of the State Board of Education offers unprecedented opportunities for teachers in service in the state to live where they teach and study several of thirty-one academic and professional courses in one or more of twelve cities scattered through the state from Hyannis to North Adams.

It will be comparatively easy for one who cares to do it to earn from two to six semester-hours' credit toward an academic or professional degree.

Most of the teaching will be by members of the

State Teachers Colleges, Harvard, Yale, and Boston University, with lectures for credit by professors from New York University and Teachers College of Columbia University.

Desmond of Chicopee

JOHN J. DESMOND, Jr., superintendent, Chicopee, succeeds James E. Downey as president of the Massachusetts Schoolmasters' Club, which is a rare opportunity and great responsibility.

The club under Dr. James E. Downey's leadership has had the greatest year in its history. The attendance at each meeting has broken all records and the active membership is 298, which is within two of the constitutional limit.

The spirit of education in Massachusetts has ripened with an achievement flavor that will be ready for harvesting in President Desmond's administration.

Leonard M. Patton, secretary and treasurer, has had a vital part in the creation of the present spirit, and he has the enthusiastic loyalty of the membership, old and young. It will mean much to education in every respect to have the Massachusetts Schoolmasters' Club go forward in its present spirit.

Twelve school principals of Oakland, California, recently chartered an airplane to carry them to San Diego to attend the state convention of school principals.

Half-a-Billion Dollars

"HALF-A-BILLION Dollars for Half-a-Thousand Liberal Arts Colleges" is the war cry of President Albert N. Ward of Western Maryland College at Westminster.

Dr. Ward is a native of Maryland, sixty years of age, and president of Western Maryland College for ten years. He has a highly useful college of 400 students that has been struggling rather successfully for sixty-two years.

Western Maryland College is about twenty-five miles from Baltimore, Hagerstown, and Gettysburg, and is a fair representative of half of the 500 colleges that need and deserve half a million dollars each, and President Ward's superlative figures may be necessary to arouse multi-millionaires to the fact that America must appreciate the shameful neglect of the country college if it is to continue to be a democratically-minded nation.

San Francisco has a fossil fish two million years old, perfect in every respect. It was found by a stone cutter of the city, whose chisel released it from a limestone quarry.

A Brooklyn Demonstration

THE systematizing and professionalizing of public schools is liable to minimize the ability and responsibility of the classroom teacher.

The fact is the classroom teacher must have more ability, as she has more responsibility, because of the complexity of everything in life today.

The following paragraph that went the rounds of the press of the country recently is noteworthy:—

"The Board of Education of New York City has recorded officially the admiration all citizens feel for the principal and staff of Public School 83 in Brooklyn, who, under unusual and highly disturbing circumstances, maintained discipline among 2,000 children, marched them to safety, and then took the measures requisite to assure their parents of their well-being."

Here were approximately fifty classroom teachers responsible for the lives of two thousand children, representing approximately a thousand families.

No one of these teachers could have saved the lives of her own class in a panic.

The classroom teachers could not have known, could not have heard what the danger was, nor where it was.

The principal might have been in any one of the fifty classrooms and as ignorant of the cause as any one of the classroom teachers, but the principal's office was functioning perfectly. Automatically the principal's office signaled every classroom as by magic.

Every one of the two thousand children knew what that signal meant. Every teacher stepped into the hall-way, and was the lifeguard for her own class and for every class that passed her door.

Each of the 2,000 pupils was safely out of the building, out of the yard, and out of the way of firemen, policemen, and every one else who was there for safety service.

When the children were safe every teacher organized her thought, and set in motion the passing out of information to every centre of information in the district of a thousand families, so that there was no cause for anxiety anywhere.

One frantic teacher, one individualistic teacher who had tried to save her own class in her own way might have jeopardized the lives of the 2,000 children.

If the principal had lost his head and tried to organize these activities in his own way, ignoring the automatic leadership of his office, there might have been a holocaust to shock the world.

There was nothing wisely done for the safety of two thousand children that was not just as important every day in every class by every teacher, by the principal and by his office.

The safety of the public school system, the safety of democracy, the safety of civilization are all dependent upon as loyal, harmonious, self-forgetful devotion to her class, her school, her community, her country, and the world, as were that principal and those fifty teachers in Public School 83 in Brooklyn.

McGuffey's Readers

THE McGuffey Readers were a famous institution from 1836 to the twentieth century. No other series of school readers has ever had any such record in proportion to the population. No one has had as great an influence in the creation of the Middle West as William H. McGuffey.

William H. McGuffey was born in Southern Washington County, Pennsylvania, about twenty-five miles south of Pittsburgh, on September 28, 1800.

That was a remarkable time for a literary man to be born. William H. McGuffey was the first of a famous group of literary Americans to be born in the decade from 1800 to 1809. He was followed in rapid succession by Ralph Waldo Emerson, Nathaniel Hawthorne, Henry W. Longfellow, John G. Whittier and Oliver Wendell Holmes.

Mr. McGuffey was the only one of that famous sextet to be born more than one hundred miles from Boston.

It is almost beyond belief that the first four books of the most remarkable series of School Readers that has been made were published in Cincinnati before Horace Mann identified himself with public education.

His School Readers bear noble testimony that Mr. McGuffey was admiringly appreciative of the writings of those famous New Englanders before there was a State Board of Education or a State Normal School in the New World.

The name of William H. McGuffey belongs to the front rank of American educators and literary men in the creation of American education and love of literature.

His should have been one of the first names in the Hall of Fame.

Vicious Lawlessness

THE American School Board Journal, March, 1930, has the following paragraph:—

"A representative of an educational publishing house recently presented a copy of a new book to an instructor with a view of securing its adoption in the particular school. *The instructor pronounced the book as being wholly unsuited for his class.* He explained that *he had himself prepared a set of lessons, and hence did not require a textbook of any kind.*

"When the representative insisted upon seeing the reproduction, he discovered that *the text had all been copied verbatim from the very book he had just presented.* The instructor had, by means of reproducing devices, produced seventy copies of the main problems of the book, and thus supplied his classes with the latest textbook material."

English Education Sentiment

SIR MICHAEL SADLER, University College, Oxford, England, in an address at Columbia University, New York, said several highly valuable suggestions:—

"Our chief purpose should be to make a good education effectively open to everybody and therefore we should welcome every kind of experiment, find place for every kind of study, test every hypothesis, grapple with every difficulty in a search for those kinds of education which at one and the same time awake enjoyment and demand discipline of body and mind alike.

"A school is not a closed chamber shut against all outside things. Those who control schools cannot withstand the spirit of the age.

"Variety of schools under the authority of the State gives an additional complexity to the problem how to use them as a selective agency for the picking out of those whose powers of brain and character mark them as the elite."

Wonderful California

THERE has been nothing comparable to the vast and varied achievements of California in the last fifty-five years. In 1875 David Lubin started business in Sacramento, and to him more than to any other man California owes its success in marketing fruits and vegetables.

Every *two minutes* a car load of fresh fruits or vegetables goes over the mountains to market.

This is one-fourth of the output of perishable products of fields, vineyards, and gardens of the forty-eight states.

It was ten years after my first visit to California before there was any appreciable amount of fruit or vegetables shipped from Southern California. It was twenty years after I was there before California was really marketing anything in refrigerating cars, in less than car load lots on parcel post principles, and this was the trinity of transportation which has really made California what it is agriculturally and horticulturally.

David Lubin, who put a bully out of commission for calling him "a damned Jew," was really the inspiration that gave California the refrigerator car, the right to ship in less than car load lots on parcel post principles.

Belding's Page

LIFTING THE LEVEL

EDUCATION is far from the simple process some citizens imagine it to be. To pay a generous tax for schools and to elect a board of education will not guarantee adequate educational opportunities for the children. So much depends on the membership of the board, the choice of superintendent, principals, supervisors and teachers; so much upon equipment and a thousand intangible factors within the schools and upon the school grounds, that the most casual observer should be aware that the educational process is exceedingly complex.

Unfortunately, too, the results do not hinge entirely upon the activities of the school itself. There are the inter-relations of pupils among themselves, in the classrooms, in the corridors, on the playgrounds, and on the streets. Even in the classroom the type of instruction that your boy or girl is to receive will be determined quite as much by the other pupils, their keenness or stupidity, their voices and manners, as by the teacher herself.

And there is the home with its vast influence, and its utter lack, in many instances, of knowledge, intelligence or skill in the handling of the growing child.

The community at large; its theatres and its ball parks; its government and its churches; its poolrooms and its police—all these have important bearings upon the results of education.

Of all the factors in education, the home is about the hardest to do anything about. Parents dwell in private castles. They want no outsiders giving them lessons in the rearing of their offspring.

Many adults go to school nowadays. The overwhelming majority of them are bent upon improving their own minds or their own earning powers. Comparatively few devote their time to learning how to bring up children; how to conduct a home so that it shall be a fountain of wisdom and happiness and virtue.

Parents are not too old to learn, if they can be captured and brought within the range of instruction. How to capture them is the riddle.

In course of time a great deal of wholesome truth flows back into the home from the schools. Certain families are quick to receive and profit by the information and ideas which the children carry back to them. But other homes resist everything.

The hope for education is in the gradual upward spiraling of the mass of intertwined factors. If every one who has caught a vision of what it is all about will give a lift whenever and wherever possible, the dawning of enlightenment may be hastened.

Education, with all its handicaps and haltings, is the most effective enterprise in all human history for speeding the improvement of the race.

If mankind can be developed in two or three generations to as high a level of civilization, culture and character as could otherwise have been attained in five or six generations, the effort will have been worth while.

The individual's part in so immense a work is bound to be small. But it is not insignificant. And the failure to do it as well as one can is no better than street corner idleness while the procession of the ages marches past.

SCHOOLYARDS HAVE CHANGED

THINGS aren't what they used to be. No, sir. Take the schoolyard, for example. Can't you remember when its chief function was to provide an arena for the settlement of disputes by fistic rather than judicial methods? Those were the times when "I'll meet you in the schoolyard" was a threat of no uncertain implication.

That was before "organized play" and "supervised recess" crept into the pedagogic vernacular.

The growth of school enrollments in the larger centres especially has necessitated such devices as the staggering of recesses and the marking off of distinct areas for the various grades to play in. And to prevent confusion, as well as to make the outdoor period count for more in the promotion of health, teachers have been drawn away from their periods of carefree rest to oversee the pupils at recess. The reign of the bully has been sadly shaken.

HABITS WORTH HAVING

THERE is more danger in the absence of good habits than in the presence of bad ones.

The chief value of habit is to take over the management of all ordinary mechanical processes, leaving us free to handle each new situation as it arises.

Few of us have succeeded in delegating enough of our activity to well ordered habits. We waste boundless time and energy deciding how and when and whether to do things that should have been relegated to the mechanized part of us.

Anson W. Belding

Associate Editor.

Aims of Foreign Language Study

By BLANCHE H. DOW

State Teachers College, Maryville, Missouri

WITHIN the last few years teachers of foreign languages have been called upon to rise in almost militant defence of foreign language as a part of the college curriculum. In the attempted clarification of our own ideas necessary in order to defend a subject in which we believe, we are convinced that much of the destructive criticism heaped upon us is merited. As a unit and as an integral part of the present-day system of education we must take our share of censure even as we hope to do our share in the propagation and maintenance of the fundamental ideals of that system.

The test of education is its success in fitting men to live together. The proper adjustment of the individual to the small and large groups of which he is a part can exist only when understanding and respect prevail. We hear much of world relationships, of world patriotism, of international fraternity, and with the egotism characteristic of a young people we point to our new conception of universal brotherhood as evidence of our latest forward step in the progress of civilization. In theory, at least, this ideal has existed among many nations. It has been the avowed excuse for most of our institutions. In church and state and school we have prided ourselves upon our social ideal. In practice, church and school and state have fallen far short of their purpose, and the application of the theory has been confined to a few individuals hopelessly submerged by the other majority. In the marvelous display of material progress with which we acclaim our achievements and excuse our shortcomings, we have gone far afield, and the great cataclysm of the first quarter of the century gave the lie to all our fine theories. Prejudice instead of knowledge, jealousy instead of generosity, nationalistic ambition instead of international understanding! These are the conditions which have prevailed and under their arraignment all nations stand condemned, none more than the United States.

There are certain aspects of our American life which make it easy for us to fall into the pitfalls which await the unwary. We are provincial. Large enough and diversified enough in population, in resources, in backgrounds and in interest to maintain ourselves in great part, we feel cockily independent, self-sufficient, and become enamored with the sight and sound of our own feverish activity. Forgetting that progress and motion are not synonymous—that the dog who chases his tail expends quite as much energy and force in the doing of it as the draught horse who draws a heavy load, we think we are accomplishing what? It would be hard to say. Ambitious for the tangible evidences of material prosperity, we have been interested as a people in the acquisition of things—things which have little to do with the heart, and less with the mind.

How many of our students ever express their hopes for the next twenty years other than in terms of salary and investment? Too great prosperity, with the exaggerated love for things which it engenders, with the blindness to real values which it entails, is a great enemy of international interest. Particularly is this true of the great Mississippi Valley in which we are at work. Living is too easy; pleasures are too abundant; self-denial is too rare to make us other than complacent, blind to anything but our own interest, internationally ignorant, and content to remain so. Habits of self-satisfied thinking are creeping on us, which are as stubborn as they are menacing. I hope no one will doubt my love or my loyalty to my own state when I say that we who enjoy the fruitfulness of the Mississippi Valley need to wake up to the historical consciousness that it is the valley civilizations of the world which have been the first to fall. Judah lasted longer than Israel, probably because the fertility of the northern state made living so easy a proposition that it engendered traits of character unable to withstand the inroads of an effete civilization. In the mountain and desert lands of Judah, ruder, harder human effort was demanded to wrest a living from the soil. So clearly does human character erect the image of its daily effort that Judah grew more rugged and strong and for at least seventy-five years withstood successfully the causes of decay which were the undoing of her northern neighbors. The valleys of the Nile, of the Euphrates tell the same story. Rich lands and fertile fields are subtle agents in the spiritual corruption of a people. So the unexhausted resources of this region—the material things which the Middle West so lavishly provides her people breed a provincialism, a spiritual apathy as difficult to combat as the radically selfish nationalism which has made such inroads on the sane thought of the world. Western Europe struggles in the throes of an intense

nationalism. Bolshevism in Russia, the Fascisti in Italy, the Youth movements of Turkey, of Spain, of Germany, which gave such promise in their inception, contain today a menace. Let us watch lest the self-satisfied complacency of America be not equally pernicious.

The most wholesome and encouraging sign of any reaction to this state of affairs is a decided tendency on the part of critics, teachers, thoughtful men in every profession to *diagnose* the situation. When we have gone through this stage in what may be termed our medical evolution, when we are all adepts at diagnosis, we may turn our attention to the discovery of some remedies for the disease. Meanwhile we can clarify our aims and make sure that we are proceeding in the right direction.

In the avalanche of destructive criticism which has assailed our every institution, education has had its full share, and deservedly so. It has lost sight of its purpose. It has had no clear conception of its relation to life, and it has failed pitiably even in the doing of what it has conceived to be its function. Unsound as we may believe to be the thinking which prompted it, we cannot but be arrested by the statement that "education has made the world safe for stupidity." Education must adopt a different thesis; it must prepare men to live together harmoniously in a united world. We have come back rather astonishingly in the past few years to a reawakened realization that education must stress the building of character. Children must be taught to be truthful, considerate, patriotic, and with patriotism we stop as if we had come to the top of the list of moral qualities to be desired. We believe that education should teach a patriotism which is unnational, a respect for other people which disregards all differences of race or nation, an integrity which recognizes no distinctions in its application. If the idealism which expresses itself in the hope for a world unified in spirit, bound together by comprehending respect, is to be anything other than a wave of emotionalism which exhausts itself in sentimental effusion, the challenge is to the school. Other phases of our social life may do a big service, but if the eyes of the youth of today and tomorrow are not opened to a new vision of world relationships and world responsibilities, 1950 will dawn upon a world whose state is more acutely chaotic, more warped and twisted, more bewildered and confused in its thinking than it is today.

In the light of such a purpose the teaching of foreign language has a greater role than it has ever played. The possibility of a happy future for modern civilization rests largely on understanding and respect between nations, and language study which does not make a definite contribution to such an understanding is not worthy of the name. So inseparably are the language and the civilization of a people linked together, that no one can teach the one without touching on the other. Such treatment is positive, constructive, for surely no teacher can give the years of preparation necessary to a language which he does not love, to the language of a people for whose civilization he has not respect and admiration. In order to meet the situation we shall have to cease to think of foreign language study as one concerned only with grammar, composition and literary appreciation, but shall come to emphasize, even pre-eminently, its social side. In the little time which is allotted to us I know that such a plan would entail the sacrifice of much of the methodology for which we have long struggled. It is one more instance of the necessity of suiting the subject to the student.

If the departments of foreign languages do not introduce into their curricula such courses, where else will they be offered? Departments of social science, of education, of English are rarely, if ever, equipped for such teaching. Limitations of time and teaching force would necessitate the elimination of much that we have considered necessary, but the exigencies of modern crises in world relationships would seem to demand some such radical change in our point of view in the teaching of foreign languages.

The naiveté of college freshman, amusing as it often is, is at the same time concrete evidence of his provincialism, of the thoroughness with which he has assimilated a narrow understanding of patriotism. Seventy-five per cent. of our first-year students would hail Longfellow as the world's greatest poet while perhaps one-fourth, remembering the four Shakespearean plays they were required to read in High School, with self-conscious magnanimity would hand the laurels to the English poet. Without hesitation they would acclaim Thomas Jefferson the world's greatest statesman—Edison her scientist par excellence, and Henry Ford chief among economists—provided, of course, that the last term were explained to them. The idea that while the United States may have potentialities as great as or greater than those of any nation, she has yet to prove herself, is astoundingly new to them. The United States is to them the superlative of all superior things. The acme of all praise is that of one hundred per cent. Americanism. To cast a doubt upon the justice of such a claim is to subject one's self to instant suspicion. It isn't that these students are incapable of looking beyond their own narrow horizons. It has never occurred to them that there is a beyond. The keen and avid interest they manifest toward what we may call the social aspect of language study is a challenge to the teacher.

The possession of the international point of view is a part of the ideal equipment of every language teacher. That a student should have got

from a course in French or German or Spanish or any other language, an even partial appreciation of the people whose language he has studied, that he should feel with gratitude his debt in culture to France, in pure science and philosophy to Germany, in love of beauty to Italy, etc., should be esteemed of far greater importance than that he should be letter perfect in the conjugation of each irregular French verb or the declension of every German noun. Up to the present the stressing of the international point of view in the teaching of a foreign language has been only a desirable side issue in the method of teaching, and the conscientious teacher has felt a little guilty when the hour has passed in the discussion of Spanish or German or Italian thought while the assigned lesson has been, for lack of time, neglected. This must always be the case as long as college entrance examining boards require for admission to higher institutions that a student shall have translated into English so many pages of prose and shall have covered a stipulated amount of formal grammar—as long as the study of foreign language shall be interpreted in its narrowest sense.

How shall foreign language study best serve the needs of the coming years? In the reform in education which must inevitably succeed the burden of criticism and diagnosis which now weighs upon it, shall we fail to adjust ourselves to the demands of the situation?

Roughly speaking we may say that there are three distinct points of view in the teaching of a foreign language. The first is scientific. It lays its emphasis on words, on grammar and on composition more or less as a pure science. Under our present scheme we all plunge into this attempt at scientific teaching, disguising it as best we can in palatable doses. The results are anything but gratifying. Few students are masters of their own tongue and fewer still have anything approaching a scientific appreciation of it. It is a mere tool to the average student—no more interesting in itself than the fork at his place at the table. He reaches for it, grips it, uses it constantly. It gets battered and marred and worn. It loses all semblance to silver, but it still serves, and after a sufficient passage of time he becomes attached to it in all the familiarity of its defects. I need not enlarge upon the difficulty or the waste involved in trying to teach a foreign language scientifically to a group of people whose attitude toward their own speech is entirely unscientific.

The second point of view in the teaching of a foreign language is that of literary appreciation with the attendant appreciation of national thought and culture. Here we flatter ourselves we feel at home. This is one of our great aims in teaching. For this we have studied. In this we take delight and in this we may succeed with reference to the comparatively few who elect the study of a language. But what of the many who started with us?

In the school with which I happen to be at the present connected we have seven-and-a-half semester hours of foreign language as a requirement for the B. S. degree in education for those students who are majoring in academic fields. Previously the requirement was ten semester hours with the psychologically poor addendum that students more than twenty-five years of age might, if desired, make application to be excused from that requirement. The petition was unfailingly granted. The results of that proviso were as one might expect. It implied that the study of a foreign language was a difficult subject—that a person whose mind was fixed or set with more than twenty-five years of living would have an unreasonably difficult struggle with it. In consequence of this the foreign language requirement has been regarded in the majority of cases as a thing to be dreaded, postponed, and if one could remain in college until after he had passed his twenty-fifth birthday —at last successfully evaded.

With the reduction of the required number of hours from ten to seven and one-half, the obnoxious postscriptum has been removed and the present problem is of another nature. How shall we eliminate the waste? Every student must be at least introduced to some foreign language in three terms of study amounting to seven and one-half college hours. There are approximately one hundred freshmen enrolled in a beginning language. Of this number possibly one-fifth will elect more advanced work for the succeeding year. In a combined study of composition and literature they will get, we hope, some appreciation of a foreign culture, of a foreign civilization, some understanding of a foreign people. A few of the group will elect the subject as their college major. For them appreciation will be intensified. But what of the larger group—the four-fifths who were submitted to the same type of instruction as the twenty for whom it was made a foundation for further study in the same field? Should we not succeed more nearly in the accomplishment of what we believe to be our primary aim in education—to teach men to live together—by proceeding along a different line?

There are various lines of action which might be adopted. We might consider the advisability of separating those who intend to go further in the study of foreign language from those who will do no more than fulfill their college requirement, providing for the latter what might be called courses in French and Spanish or German or Latin civilization after the first term. Whether such a plan would win administrative approval, whether it would prove beneficial if tried, remains to be seen.

A "Smart Aleck" In School

As Seen by a School Ma'am

By RUTH E. COOK

OF COURSE there are Smart Alecks everywhere. In fact, so many are at large that it might be said: "One is born every minute." But one in my school out-smarted every Smart Aleck I had ever seen before. He had been transferred to us from another school, and I couldn't blame that institution for getting rid of him.

As he strode, or rather swaggered, into our 6-B classroom, my heart sank. Awkward and overgrown, his hat pulled rakishly at one side, a vicious lock of hair partly covering one eye, a jagged red scar decorating his chin, he seemed an object to be dreaded.

"Where am I to sit at?" he demanded loudly, glaring at the other boys, as I imagined a giant might scowl at tiny dwarfs. Before I had time to answer, he flopped down into a front seat, much to my surprise, for I had supposed all "bad" boys preferred back seats. But soon his object became all too obvious. To my disgust, he enjoyed hurling boisterous comments into my unwilling ears at the most inappropriate times.

"A-a-apple sauce!" he would grunt, or "Bolony!" if something that some one said didn't happen to meet with his approval. "Aw, I heard that last Fourth o' J' New Year," he sneered, shrugging his huge shoulders, after I had concluded a well-prepared little talk on "Elephants." "If you can't do better'n that, *set down!*" he bawled out to a particularly bright chap he detested for some unknown reason. No one escaped censure, if Earl chose to give it.

He seemed unsquelchable, despite all my efforts to win or tame him. Many times I talked with the boy in a kindly way, and later, in desperation, resorted to threats, and even to offers of reward for good behavior. At the end of two miserable weeks I had become almost a nervous wreck in trying to "mend the error of his ways."

Before long Earl had won the reputation of being the biggest bully on the school ground. He licked every boy in his grade, and then proceeded to seek new conquests. He seemed to count that day lost when no one suffered a beating at his hands. Even the principal was at her wits' end to know what to do with him. When we teachers couldn't lay hands on Earl during school hours, we knew that he was occupying a well-worn seat in the principal's office. How heartily we wished to transfer him back to the school he came from!

One day I asked if someone would bring to school a little tent for an Armistice play. It must have been my "lucky day," because Earl eagerly offered to bring his "pup tent," and from that time on he seemed a different boy. He insisted upon lugging the tent into the auditorium several days ahead of the day set for it; then he put it up and took it down many times before it suited him. As these manœuvres occurred during rehearsals, the players naturally found them very distracting, but I felt only too thankful to have Earl interested in something worth while. The tent having been satisfactorily hoisted at last, Earl "hung around" the stage, looking for other jobs during his off hours. Incidentally, out on the grounds there were fewer bloody noses of his making.

Earl's interest in camp life, uniforms, and marching finally led up to his joining the Boy Scouts, and then the improvement in him became marked. I am sure he took to heart all of the Scout principles and tried to live up to them.

Still he couldn't resist a chance to be "smart." Before our Christmas vacation, Earl dashed up to say goodbye to some of the teachers. Brazenly he inquired whether any of us were planning to be married, then added, impishly: "It won't be long, now!" Bidding me goodbye, he pumped my hand up and down, and patted my shoulder, saying: "Well, bye, bye! Don't forget your New Year's Revolutions!" Whereupon, I humbly resolved to be more patient with that young gentleman.

My patience with the Smart Aleck became coupled with admiration after the holidays, for more reasons than one. In the first place, I happened to meet him one Sunday when he was returning home from church with his mother, and oh, the difference in that young man! In his Sunday-go-to-meetin' best, his face and hands scrubbed to the *n*th degree, his body erect, and minus the swagger, he really looked quite handsome.

Then, too, his increased interest in school work caused me to respect and admire him. He seemed to have developed an overwhelming thirst for stories, especially for standard works, such as "Ben Hur" and "The Other Wise Man," which I narrated to the class in simplified form. During my brief account of "Silas Marner" Earl leaned forward, his eyes bright and bulging with interest. At the point where the girl's penitent father wanted to take her away from Silas, her loving guardian, Earl cried violently: "Try and get her!"

A spirit of kindliness and generosity had taken possession of my Boy Scout, and now, instead of bullying his classmates, he could often be found protecting weaker boys against other bullies.

So, after all, instead of praying to be rid of him, I felt proud and happy to have that Smart Aleck in my school.

Personal and Professional

W. W. CAMPBELL, who will retire as president of the University of California on July 1, will reside at the Lick Observatory on Mt. Hamilton. He will be officially president emeritus of the University of California, director emeritus of Lick Observatory, and astronomer-emeritus at Lick Observatory.

C. R. HOLBROOK, superintendent of San Bernardino for four years, accepts the superintendency of Santa Cruz, which has always been highly attractive because of its local college and its proximity to San Jose State Teachers College and Stanford University.

DR. DAVID ROSS BOYD has recently been elected president emeritus of the State University of Oklahoma. Dr. Boyd, age seventy-seven, residence Glendale, California. Dr. Boyd was president of the University of Oklahoma in the first sixteen years of its life (1892-1908). He was president of the University of New Mexico, 1912-1919.

L. E. CHENOWORTH, superintendent, Bakersfield, California, has declined the presidency of the Humboldt State Teachers College at Arcata, California, to which he had been appointed by State Superintendent Vierling Kersey. In declining the offer Mr. Chenoworth wrote:—

"While deeply appreciative of the splendid proposal made by Superintendent Kersey, who is doing outstanding educational work in California, it has seemed best to decline a position despite its promise of professional promotion and substantially increased remuneration. It has been a difficult decision to make. However, I feel that the Bakersfield city schools offer a most stimulating challenge to any educator who may desire to take a growing position into hand and render a real true service to the community."

SAMUEL ENGLE BURR, whose analysis of the articles by twenty-three city superintendents in the Atlantic City convention issue of the Journal of Education, used in our April 7 issue, has attracted wide attention, has resigned his position in the Lynn (Mass.) public school system, where he has been "Director of Research and Statistics."

Mr. Burr has accepted the superintendency, Glendale, Ohio, a residential suburb of Cincinnati. Mr. Burr has also accepted an appointment as an instructor in the summer session of St. Lawrence University, Canton, N. Y., where he will teach three full courses as follows; Administrative Problems of the Village Superintendent, Current Curriculum Problems, and Elementary Statistics.

AUSTIN N. MILLER, chief attendance officer of city schools, Harrisburg, Pa., who has direct charge of pupil accountancy, has made the best report on age-grade conditions that we have seen. He confines his study to the one problem involved and confines his study to the last six years, and seeks remedies as well as symptoms.

HARVEY HOLT has been promoted from vice-principal to principal of the Santa Barbara high school. He went from Mason City, Iowa, to California eight years ago. He was prominent in Iowa, and has been professionally active in California. He succeeds Homer Martin in Santa Barbara.

S. K. McDOWELL, principal, Emerson School, Bloomington, Illinois, issues a youth's creed which is attracting interesting attention: "I believe that what a man is determines what he does. I believe that habit is character in the forming. I believe that habits formed during youth deeply influence the later life—therefore, I will strive in my youth to acquire good habits. I owe this to my parents that I may be a good son or daughter. I owe this to my country that I may be a good citizen and neighbor. I owe this to myself that I may retain self-respect."

The eight-page leaflet magnifies Dependability, Self-Reliance, Obedience, Industry, Self-Control, Social Attitudes, Judgment, Initiative, and Thrift.

ARTHUR N. WHITNEY, principal of an elementary school, Brockton, Mass., for thirty-seven years, has retired because he is seventy years of age, and has received professional and public recognition. In addition to the appreciation of the Mayor and Superintendent Scully there was a representative of every graduating class from 1893 to 1930. The most impressive feature of the occasion was an exhibition of progressive school work of various kinds as in action this year, which was in striking contrast with that of Mr. Whitney's early years.

S. M. N. MARRS, who has been state superintendent of Texas for four terms, is likely to be elected for the fifth term, because Texas has established the principle of keeping the state superintendency out of politics. The Dallas News, one of the leading conservative dailies of the state, after commending his service highly, says: "Texas can use him to advantage another two years."

They Say

DON R. LEECH, superintendent, Albion, Nebraska:—

"The practice of giving marks in deportment to high school pupils has never been satisfactory either to the pupils or to the teachers. There has always been a feeling that such an intangible thing as deportment cannot be evaluated on a percentage basis. Many schools have dropped the word 'deportment' and have substituted the word 'citizenship.' Only time can tell whether or not this substitution is an improvement."

C. H. LAKE, first assistant superintendent, Cleveland:—

"It takes time to get a reputation on the basis of the product that the school produces, but, after all, such a reputation in the field of education is the only kind that will justify our existence."

MRS. GEORGIA B. PARSONS, president, Los Angeles City Teachers' Club:—

"It is teaching, and not the teacher, which is to be rated or measured."

CHARLES L. SPAIN, deputy superintendent of schools, Detroit:—

"Out of the millions spent for school buildings last year thousands have been wasted or uneconomically spent because of lack of intelligent planning. Many buildings which are magnificent specimens of architecture are flat failures as examples of efficient educational planning."

B. F. STANTON, superintendent, Alliance, Ohio:—

"We talk about the three 'R's.' We can never return to them. Nor do we want to. Like the one-horse shay, they served their day, but that day has gone."

HON. WALTER E. EDGE:—

"What a magnificent visualization of this age our children and their children will have."

DOUGLAS A. THOM, director, Division of Mental Hygiene, Massachusetts Department of Mental Diseases:—

"Just as mental hygiene has been applied to medicine, industry, penology, and other social sciences, so it must be applied to education."

DR. C. H. JUDD, University of Chicago:—

"I recommend that young college teachers be supervised in the first stages of their contact with classes. There is a tradition in American colleges that a teacher's classroom is his castle. Many a teacher intrenched behind this tradition delivers half-prepared lectures or worse and conducts recitations in a casual way which he would not for a moment think of indulging in if the head of his department were in the class."

DANIEL ALFRED PRESCOTT, Rutgers University:—

"It is the spirit of the schools that counts most."

FEDERATION OF LABOR in France:—

"We wish no more history books or reading books that will take the little ones of France daily into a museum of war horrors. We wish no more misrepresentation in history that contains the germs of defiance, of suspicion, of hatred, and of war."

HERBERT HOOVER:—

"The boy with his sister is the most precious possession of the American home, and their leisure should be employed in constructive joy instead of in destructive glee."

CALVIN COOLIDGE: —

"We have some people who have secured considerable reputation for wisdom and independence of thought and action merely by constantly proclaiming that they have made the astounding discovery that no person and no thing are perfect."

HENRY FORD:—

"Engineering spells freedom. Men were held to a single spot before the engineer came. By steam and motor car and airplane he has liberated man. He has lengthened man's day with light, increased the limits of man's life through food and sanitation, emancipated man's mind and given him a sense of possible mastery over elements and environment—in short, the engineer found society immobile and left it mobile."

CLYDE B. MOORE, Cornell University:—

"A social process means change; and it is composed of casually interwoven activities which are generally becoming different from what they were. A social process is alive. It is always evolving. It includes ideas, sentiments, and practices which are not peculiar to any one individual, but prevalent among many."

CHARLES F. THWING, Cleveland:—

"To eliminate looseness of expression, eliminate loose thinking."

Historic Celebrations Have Real Value

By SAMUEL ENGLE BURR

Director of Research, Lynn, Mass., Public Schools

SEVERAL cities of Massachusetts have already celebrated the tercentenary of their settlement. Notable among them have been Plymouth (1620), Gloucester (1623), Salem (1626), Lynn (1629), and Marblehead (1629). In similar fashion the year 1930 will be observed generally, throughout Massachusetts, as the three-hundredth anniversary of the founding of Boston and other towns, as well as that of the formation of the Massachusetts Bay Colony.

All sections of the country see celebrations of a similar type. Prominent in the news, during recent months, have been two outstanding examples, one in Trenton, New Jersey, and the other throughout the State of Nebraska. In these, Trenton has been recalling its settlement in 1679—two hundred and fifty years ago—by one Mahlon Stacey; while Nebraska has been observing the seventy-fifth anniversary of the formation of Nebraska Territory in 1854. No doubt other similar affairs might be cited in other states or cities.

In celebrations of this sort the schools are freely called upon to participate, even to the extent, in some cases, of being made responsible for the major portion of the program.

If there are to be parades school children will be expected to participate in them. Music will be required, and high school orchestras and bands will be called upon to furnish it. Pageants symbolizing the past, present, and future will be improvised and school children will be expected to serve as members of the cast.

Wherever the plan of school work is flexible and adaptable the school officers and teachers are quite likely to be the ones most insistent upon the cooperation of the schools in the enterprise. This may not be true where very formal methods are in use.

At any rate, in practically 100 per cent. of the cases, the schools will find themselves very much involved in the celebration to be held. Being involved, there is only one professional attitude to take: to make the celebration have real educational value, both for the pupils who participate and for those who witness their participation.

Such a result can be obtained by placing the whole thing upon a project or activity basis.

Various historical elements can be made into social science units and can be worked out to completion in the classroom. They will involve research in local history and geography, the results of which may be even more far-reaching, educationally, than might at first be supposed.

Costuming can be made into a valuable project in the field of practical arts or home economics.

If floats are used in a parade, or if scenery is needed for a pageant, the opportunity for projects in practical arts or home mechanics for boys at once arises.

In costuming, planning floats or arranging scenery there enters much which can be considered in fine arts, also.

Transportation is a big element in a celebration. Figuring expenses of various sorts is a most important factor. Caring for the comfort and safety of visitors is essential. All of these lend themselves readily to work organized on the practical problem-project basis.

Then there is the whole field of music. With good music an otherwise poor program is made acceptable—a good one is made a distinct success.

Physical education can contribute its share, in the way of massed demonstrations, competitive games or championship contests.

As has been noted, during recent months, Lynn, Massachusetts, has observed its three-hundreth anniversary. The entire program, including such elements as have been mentioned above, was a distinct success. Every event in which the schools participated was more than a successful feature of the celebration, however, for every element was made of educational value.

These values arising from the tercentenary will surely live as ever-present memories in the minds of those who participated in the events at the time. But for the group of new pupils entering grade one each September they will have little or no meaning; they cannot be depended upon to exert a constant influence in the year-by-year development of the public school work.

But there was one activity growing out of the Lynn celebration which is different than any of the others. There was one activity which did not end when the pageantry and parading were finished; it *will* influence every pupil who passes through the fourth, fifth, and sixth grades of the Lynn schools for many years to come. This one exception to the general statement that the celebration is now a dead letter has to do with the study of local history and geography which was placed upon an entirely new and revitalized basis as a result of the observance of the city's three-hundredth birthday. This came about through the intensive study of local history, geography and civics in preparation for the "historical" parade.

The school parade in the Lynn celebration was a vivid portrayal of the city's history, from the half-legendary coming of the Vikings to the possible future progress of the community. In anticipation of this parade an immense amount of local

history work of a pioneering nature was done by school children. As a result of the investigations made by the pupils of Grades 4, 5, and 6, a book of Lynn History Stories has been written by these pupils, to serve as a textbook of local history and geography for use by succeeding generations of boys and girls in the public schools. It is this feature of the celebration work which is continuing and which is now exerting a constantly growing influence, rather than a weakening one.

ACKNOWLEDGMENT

The school parade mentioned above was worked out under the leadership of Miss Mary P. O'Neill, school psychologist. The history work was done by a local research council under the chairmanship of Walter I. Piper, principal of the Cobbet Elementary School. The chairman of the editing committee of this council was Miss Edna S. Legro, principal of the O'Keefe Elementary School. The adviser in this Lynn history work was Miss Helen J. Piper, supervisor of Grades 4, 5, and 6. The entire project was approved by the school committee, and had the whole-hearted support of the superintendent of schools, Harvey S. Gruver. An article by Mr. Piper, describing the work of his council in this local history project, follows.

A Study of Local History

By WALTER I. PIPER

Principal, Cobbet Elementary School, Lynn, Mass.

THE city of Lynn was founded in June, 1629, by five settlers coming from the nearby town of Salem. Lynn's tercentenary celebration was held in June and July of 1929, and in it the school children of the city played a large part. One of the features in which these pupils engaged was a huge historical and floral parade, designed to portray, primarily, the important historical incidents in the growth of the city.

In order to prepare for this parade, and in order to emphasize the importance of local happenings, the local history of the city was especially emphasized in the classrooms during the school year of 1928-29. This work was headed by a group of some forty teachers, the writer serving as chairman, and the supervisor of Grades 4, 5, and 6 serving as adviser.

At the first meeting of the group methods of procedure were discussed, and the general aims to be met were decided upon. It was also decided that local men and women who were familiar with the history of Lynn and the surrounding towns should be depended upon to assist in the work.

Pamphlet material, gathered from different sources, was taken by various teachers who were willing to report at the next meeting as to available references. The public library placed all their materials at the disposal of our teachers. The Chamber of Commerce furnished several valuable references.

At the next meeting the teachers clarified their thinking, and were prepared to make a definite selection of topics for individual research. Teachers who had taken pamphlet material made reports, and indexed the material. A line of school activities for pupil participation was discussed, such as the visits of classes to points of interest or to some historical exhibits.

It was at this point that change in the primary motive of our work became apparent and took definite shape. At first, primary interest was centred in collecting information for the teachers' use; moreover, the suggestion that this information be published in book form had gained the tentative approval of the superintendent and of some school committee members. Now, however, pupil participation began to be of decided importance. Doubtless the fact that a Curriculum Revision Council was seriously considering the part pupil activity should play in any modern school program influenced our thought along this line. It was decided that good teaching should not be sacrificed in order to publish a book, and that the best possible result of our work would be the active co-operation and participation of all our pupils. A tentative selection of topics for pupil and teacher study was carefully outlined.

Arrangements were made to have the rooms of the Lynn Historical Society open for a visit by interested members of our group. Old maps of this region were shown and explained in minute detail. The Historical Society was most fortunate in having on the grounds one of the original one-room shoe shops in which the industry of this city was born.

At the next meeting the organization of the work was definitely settled. An editing committee of six members was appointed. The real work of teacher and pupils was now in progress. However, it was necessary to check up from time to time to see how the work was progressing.

A bulletin was sent out to all the members of

the group asking them to report to the editing committee as to the progress being made and to give an outline of the work actually accomplished. In this way we found out that some teachers had not gotten under way promptly. The editing committee met, and went over the reports. Some schools, which did not report as requested, were again asked for a report, and in this way the work was checked. The committee sub-divided into committees for the various phases of the work, but decided to sit as a committee of the whole for the editing process.

The sub-committee on mechanics interviewed the superintendent as to financing the publication of the finished product. He agreed to see the project through. In view of the limited amount of time before the Tercentenary it was impossible to get the publication completed in time for the celebration, and so the first edition was in mimeographed form. This gave the group a chance to revise and improve the work after actual use in the classroom during the next school year (1929-30). A much better book, one that can be used in the Lynn schools as a textbook on local history, one which has been written by the children of Lynn, will be published in the spring of 1930, under such a plan.

As already intimated, great stress has been laid on the fact that this work has all been carried on through the use of pupil activity. The result of this is a book that is unique, in that it is written by the children themselves for other children to read. In all probability the dedicatory message on the book will carry this thought to the readers. To adult readers the text may seem simple and rather immature, but back of the written matter lies a wealth of pupil activities and materials collected, which in themselves are educationally worthwhile.

Our plan for the school year 1929-30 is to continue our work as it has been organized, and to place in the hands of the teachers, who are members of this group, mimeographed copies of the text. This they will use in connection with the study of local history. Much of the material will need revision, through actual use. Many items of interest need to be added to make a more complete history. Pictures will be added as those that are of special interest in this study are found. The art department will make the matter of cover design, title page, and other decorations as a special project for elementary pupils during the coming school year. Many improvements will be made over the first copy prepared for the Tercentenary celebration. We hope in our completed work on Lynn history to have a book that is entirely the work of Lynn pupils, one of which the Lynn School Department will be proud, and one which will be a text worthy of study by other pupils.

SPELLING FOR EVERYDAY USE

By

STEADMAN-GARRISON-BIXLER

Book One ..... **Grades 1-4**
Book Two ..... **Grades 5-8**

The conviction that the spelling text in daily use should subserve a more useful function than merely to present a scientific word list is back of the preparation of this text.

It provides for the everyday needs and uses of spelling that properly may be associated with learning to spell the most commonly used words; provides a separate learning and teaching procedure for children in the primary grades; and provides for individual differences not only in the ability to spell, but in the habits that have been formed of observing and learning words.

Write for descriptive circular

Smith, Hammond & Company
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Be Careful What You Say

By Nettye Warburg

In speaking of a person's faults,
Pray don't forget your own.
Remember those with houses of glass
Should never throw a stone.
If we have nothing else to do
But talk of those who sin,
'Tis better we commence at home
And from that point begin.

I'll tell you of a better plan,
You'll find it works full well.
Just try your own defects to cure,
Before of others' tell.
And though I sometimes hope to be
No worse than some I know,
My own shortcomings bid me let
The faults of my neighbors go.

Then let us all—should we commence
To slander friend or foe,
Think of the harm one word may do
To those we little know.
Remember curses, like chickens,
Return to roost at home;
So don't speak of others' faults,
Until you have none of your own.

—Royal Arcanum.

A Trip Through Ceylon

(Part Three)

By L. H. PUTNEY*

In Northern Ceylon, especially, you meet on the road many elephants which are hard at work carrying loads with their trunks. They also serve as helpers for the masons wherever any stone building is being erected. A good male elephant is worth about 4,000 rupees; and a female, half as much. In Kandy there is one man who has a stable of sixteen. The great beasts work during the morning, and then in the afternoon are taken down to the river to bathe. Judging by the eight I saw bathing the day I was in that city, they enjoy life thoroughly, in spite of the fact that only a few years ago they were at large in the jungle. I shall never forget how contented they looked as they lay in the water with their keepers squatting all over them and rubbing them with what looked like pieces of sandstone. Like circus elephants, they enjoy being fed. They are so gentle that you can go up close to them and put the bananas or pieces of sugar-cane right in their mouths. You may also ride them bareback, if you wish. In order to wheedle out of you more "goodies" for their mammoth charges, and incidentally some "silver pieces" for their own pockets, the keepers have taught them numerous tricks, such as to stand on their hind legs and to pretend to climb trees.

No one can wholly appreciate the part that elephants have played in Sinhalese history until he visits the ruins of the ancient capital at Anuradhapura and sees the enormous blocks of granite which they brought from quarries miles away and helped to erect. These ruins are said to cover an area of not less than 256 square miles. The earliest of them date from the time of the great Indian emperor Asoka (B.C. 268-231), who sent missionaries, including his own son, to convert the Sinhalese to the Buddhist faith. No matter in what direction you look, you will see great granite posts lifting their heads in what is now a semi-wilderness of trees. On the site of the so-called "Brazen Temple" there is a forest of them. As Anuradhapura was the centre of Buddhism in Ceylon until the capital was moved further inland in the ninth century so as to be more safe from Tamil invasions, the ruins are naturally characterized by the usual Buddhist relics. All about there are bathing tanks, and sitting statues of the Buddha depicting his customary supercilious calm. In the grounds of one of the present temples you may see the oldest authenticated tree in existence. This decrepit old specimen is known to have grown from a branch of the famous banyan or "Bo-tree" under which Lord Gautama attained Buddhahood. It was brought here from its Indian home nearly twenty-two hundred years ago.

By far the most impressive of the ruins, however, are the old *dagobas,* bell-shaped monuments surmounted with spindle-like spires, which were erected to enshrine some relic of the Buddha, especially his collar-bone. One has been completely restored, another is now being refaced with bricks as fast as the priests can raise the money, and a third is still half-concealed by the jungle growth. It is hard to convey an adequate idea of the enormous size of some of these dagobas, which were always solid from top to bottom. When I tell you that the largest is as tall as St. Paul's Church in London, you will be more inclined to believe the statement that it contains enough bricks to build an entire town. You are assured by the guide that these old bricks, which measure two feet by one foot, owe their remarkable durability to such components as honey and cardamom seeds.

Ceylon is a crown colony. For administrative purposes it is divided into nine provinces. Besides, the Maldives, a group of atolls and coral islets in the Indian Ocean some four hundred miles to the southwest and having a population of about seventy thousand, have been attached to it. At the head of the government is a governor-general appointed by the British Crown, who is represented in each province by a resident agent or *kachcheri.* Under these agents there are 107 native headmen, and under the latter over 4,000 village headmen. There is a legislative council consisting of twelve *ex-officio* members and thirty-seven unofficial members, twenty-nine of whom are elected by the people. In this council every element of the population is represented—Europeans, Indians, Mohammedans, Sinhalese, and Burghers.

In spite of the fact that the thirty years which followed Britain's seizure of Ceylon from the Dutch in the days of the old *Batavian Republic* were marked by much resistance on the part of the Sinhalese, today there is no more orderly region under the Union Jack than this colony. It needs only a short visit to convince one that Britain is doing far more for the comfort and advancement of the natives here than is ordinarily her colonial policy; in fact, I know no colored peoples under the English crown who enjoy such favorable conditions as do the Ceylonese. It is hard to reconcile the superb roads, the elaborate system of hospitals and dispensaries, the free public schools along with compulsory education, and the many other advantages made available here, with the

*Foreign Representative, Little, Brown & Co.

vicious conditions prevailing in British Malaya.

There are three distinct types of schools in Ceylon, much as is the case in all the crown colonies I have visited—government, assisted, and unaided. The assisted are by far the most numerous. They are schools maintained by various church organizations, and by rubber estates and tea-growers, toward the support of which the government makes liberal contributions. It also exercises general control over their curricula and organization. In 1928 the total enrollment in all three types of schools was nearly 525,000, about one-third of the pupils being girls. From the standpoint of language, they are divided into three groups—English, Anglo-vernacular, and vernacular. The English and Anglo-vernacular schools are confined almost wholly to the cities and towns. As would be expected, the great mass of the pupils—to be exact, nearly 80 per cent.—are found in the vernacular schools, where they are taught in their native tongue, Sinhalese in one school and Tamil in another.

As a rule the government buildings are substantial cement structures with red tile roofs. They often resemble open-air pavilions, for at least two sides are entirely open from about four feet up. In place of entrance doors there are gates. The furnishings consist of long rude benches and desks, and of portable blackboards. There is usually a map of Ceylon and an alphabet chart hanging against the wall. In a corner of the room you often find a pile of sand in which beginners learn to draw and to write. Before beginning to write in this sand they learn to make the separate letters with the aid of beans and shells, which they arrange in imitation of the letter forms shown in the wall chart.

(To Be Continued)

Immaterial Wealth

By Alfred Osmond
Brigham Young University, Provo, Utah

Some people hold that men can only thrive
By getting into business that will pay;
But servants of the people would survive,
Though waves of time should wash the world away.

The service that will cheer the human heart
And lift the vision to the starry skies,
Redeems itself and makes itself a part
Of that unfolding life that never dies.

To spend a life of ease with stores of wealth
That gratify caprices of the mind
Is poverty compared with hope and health,
And willingness to bless and serve mankind.

The sordidness that worships gods of gold,
The faithlessness that makes the millions mourn
Have values in the world where goods are sold
That fever life with bitterness and scorn.

But service is a cymbal of delight,
A lyre of love, a harp of happiness,
An angel of relief who puts to flight
The evils of disaster and distress.

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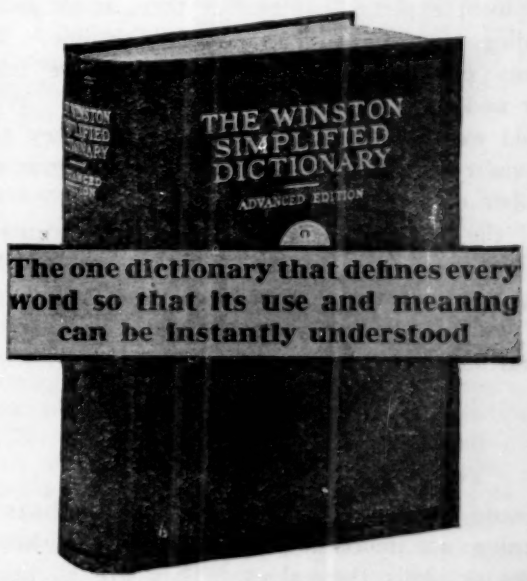
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FOR TEXTBOOKS

Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS IS CONDUCTED BY A SCHOOL EXECUTIVE.

353. What should be the superintendent's position in relation to the Scouts? (Wisconsin.)

The superintendent of schools should encourage and give friendly assistance to the Scouts. He should not, as a rule, take them on as a part of the school program. They are a distinct outside agency and as such make a worthwhile contribution to education not possible within the school system. They supplement and extend work begun in school. They are one of several agencies with whom we need to join hands in understanding and effort, but whom we should promote, not absorb.

354. In organizing special classes for sub-normal children should boys and girls be separated or are mixed groups better? (Oregon.)

If your system is large enough separate classes for boys and girls are better. Manual work can be graded better and the kinds selected more suitably on this basis. Girls mature more quickly, so this arrangement is better.

A wide range of ages complicates your problem, and in some places it seems wisest to have mixed groups of the younger children, but separating boys and girls later.

355. How much vocational training can a small town give? (Maine.)

A small town of itself can give very little vocational training largely because of the housing and equipment expense, but two or three small towns banding together can do much in this line. The county organizations in some states have taken over and are assisting the schools greatly. What would we do without the 4-H Clubs? They give us poultry classes, sewing, cooking, planting, and a number of other lines of training.

If the school system isn't too small frequently sewing, cooking, typing and printing can be taken up in the Junior and Senior High Schools. Paying a boy's tuition to the nearest trade school is a method found successful by many small places.

356. What do you consider some of the most important concomitants of learning? (New York.)

Some of the concomitants or by-products of learning are more important than the knowledges or skills themselves. They are so important that many people are not willing to regard them as concomitants, but try to make separate and distinct objectives of them. Those I have in mind are distinct goals or outcomes, but do go hand in hand with the knowledges and skills.

Among the most important ones are honesty, initiative and tolerance. By honesty I mean fairness, rightness in the biggest sense, and an instinctive reaction of honesty wherever the quality is involved. This can come only from training in constant honest reaction until it becomes a habitual tendency, and one isn't honest until he invariably reacts this way in any situation large or small. At that rate you say: "There are not many honest people." You're wrong. With that standard most people are honest. By initiative I mean a constant tendency to look for a solution the instant a problem presents itself. This is the pivot of success and without it skills and knowledges can be of little use. It can only be acquired by years of practice. The practice and the outcoming habit are within the scope of every teacher and pupil. Initiative can be developed to some degree in every pupil. Neglect in this line has been one of our most grievous sins in the past. Tolerance is "live and let live." Of course, I don't mean physically, but mentally and socially. Using our minds, our reason in place of a lot of inherited prejudices and emotional reactions is a line in which we have far to go. If one thinks there is no crying need for the training in tolerance in this country let him look back to the last presidential election or visit an immigration landing on a rainy day. We talk a great deal about tolerance, but we need much practice in its use before we get much dependable reaction in that line. At present there is little tolerance in some parts of this country.

I believe we should make a very definite study of the concomitants we need to teach, and plan to acquire them by doing. There is no other way.

357. Are principals and teachers responsible for children on the way to and from school? (Michigan.)

Yes. It is a joint responsibility with the parents, and should be worked from both ends, home and school. If our objective is good citizenship, our work must reach out beyond the schoolhouse door.

358. What kind of industrial arts if any should be offered in grades five and six? (Vermont.)

Simple sewing and wood working can be used with great profit in these grades, particularly in a community where pupils leave school at an early age. The sewing should be practical, and put to use while being learned, and the woodwork should include ordinary repair jobs and simple everyday home problems for the "handy man about the house."

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Love—I

The philosopher moved his soap-box into the shade of the fig tree and stretched out his long legs. "Today," said he, "faint visions flee like pale wisps of cloud before my eyes. They drive on before a high wind, swirling up over the edge of things and whirling down into the abyss again. They take form. I see low mountains rearing their bald, brown heads, and at their feet I hear golden deserts murmuring softly as the sand flies before the wind, hiding and being harried forth like rabbits from behind the long, curving windows. And now, out of the golden desert come slender date palms, swaying long-fingered arms in wild abandonment, and the shadows of the palms sweep noiselessly back and forth across the pebbled pavements of a wide court wherein a silver fountain sputters like a happy child in the middle of a lotus-covered pool.

"Against the lilac of the rubble wall an Arab sits, dark-bearded and eagle-eyed, his head swathed in a white cloth and the dark, long fingers of his right hand caressing the handle of his curved sword. At his feet crouches a beautiful girl, his daughter, and over her slim back and shoulders the violet shadows of the long-fingered palms pass silently as though with love.

"The man speaks. 'For the fortieth time, I tell you, Dolema, the hand of God has touched him and his. Well do you know he is unclean. Would you have me violate the ancient customs of the land and bring him here? The people would stone me beyond the gates, yes, and you, too. Out of the depths of his great sins this loathsome disease has stricken him. He is abhorred of God.'

"'But he has not sinned,' cried the girl. 'He is sweet and clean. From his youth I have known him, followed him about, played with him. All that he knows I know. If he has sinned then I have sinned, also, and behold my flesh is clean. See my fingers how they glisten. Is there leprosy on them?'

"'Silence!' cries the father. 'Who knows but your very words will bring the spots there? As for Mahmet, he is as good as dead. Well do you know that he whom the finger of God touches lives no more among men. In the caves must he live, covering his mouth at the approach of men, warning them from afar that he is unclean. But listen—I have talked of you to the sheik, Efram, the son of a mighty man. He loves you and he is rich. His camels are like hills of sand, and the flapping of his tents can be heard from afar off. You shall go forth with him and be his respected wife.'

"The girl quivers as though her father lashes her with a whip. 'I love Mahmet,' she cries, 'Him only shall I wed.'

"'Disobedient wretch!' exclaims her father, 'you shall do as I say! Begone!'

(To Be Continued.)

Love—II

"The scene changes. The wind has gone down and the tired fingers of the palm hang limp and discouraged from their slender wrists. The silver boat of the new moon rocks gently above the village as the hot vapors of the walls breathe up like mist from an open mouth. The scurrying of the sand is stilled and the desert lies rippled like a tide-abandoned beach.

"I see the gate on the wall open slowly and Dolema slip forth like a blue smoke fading into the violet shadows of the plain. She flees swiftly up towards the limestone cliffs that are faintly to be seen under the golden prow of the moon. A fire burns close under the cliffs beckoning her on. A young man sits before it, hiding his desolate eyes with his disfigured hands. Beside him sit three others, of whom one is a woman. The girl steps into the circle of the light.

"'Dolema!' cries the young man at sound of her feet rasping on the sand, 'we wondered whether you would come.'

"'Could I abandon you?' asks the girl, 'you whom I love better than life?'

"The young man groans and the others weep softly, swaying sideways and wringing their hands.

"'See,' cries the girl, 'I have brought you wheaten bread and dates and lamb fresh from the fire, and oil for your sores. Here, also, is clean linen to wrap up your poor feet against the sand.'

"Again the scene changes. Mahmet and Dolema sit upon the highest crag above the caves. 'I know that your heart is pure,' murmurs the girl, 'that you have no hidden sin, therefore, I look up to God and pray—and oh, my love, I have hope—is it not strange? Last night in a dream I saw a young man. He came and looked at me so gently—and he smiled. I awoke, dear one, and sat up and stretched forth my hands, but he was gone—no, not gone, for his dark, understanding eyes are still searching through my soul and his smile still brightens like the dawn—yesterday I despaired, today I have hope. The world has changed. Today there is a long smile in the sky. Have you noticed, Mahmet, how the birds sang in the early dawn and how where there were no flowers yesterday flowers blossom by the gray rocks along the road? It all speaks to my heart of love.

"'Aye, love,' cries the youth, bitterly. 'I, too, dream and think of love, for in the sky I see the flutter of your blue robes, and in the sand I feel the whisper of your feet, and when the birds sing, their music is only of your making, and yet—the curse is upon me and my youth is cut off even as a withered reed where the water no longer smiles up at the sky.'

"'Talk not of curses,' whispered the girl. 'We have come a far way, you and I. No vengeful God gave breath to us. Even in our affliction we are afloat on a great ocean of love. We must cling to that, Mahmet, and believe that when this body of ours has fallen from our shoulders like a robe we shall front the dawn and smile and see it all as a vast journey where footprints fade out behind us over the stony roads into uncounted years.'

(To Be Continued.)

Love—III

"'You give me strength, Dolema. I can smile again, but what is that? Lights creep towards us on the leper's trail. Flee, Dolema, flee, lest you be found among us and be stoned by the maddened people in accordance with the law.'

"Again the scene changes, and Dolema crouches again at her father's feet in the hot court where the fountain sputters in the still air. The blue-fingered shadows of the date palms caress her slim shoulders. Outside, the murmur of an angry mob, droning like unhived bees, drowns the silver sputter of the waters falling in the pool.

"Beside the father stands another Arab, austere, haughty, with head erect and eyes on the shaking shoulders of the girl.

"'Cursed be the day that brought you forth,' cried the father. 'Efram is kind to you. It would not offend

me if he struck off your head. You are unclean according to the law, for your hand has touched the body of one on whom the fingers of God rest in the blistering heat of wrath. Unclean! and yet Efram loves you. Mark well my words! You shall be purified according to the law and flee from this land with Efram. Far away you shall go, leaving that accursed leper alone with God.'

"The girl gives a low cry and throws out her slim hands to her father. 'Slay us!' she cries. 'Slay us both! It were better so!'

"'Seize her!' cries the father sternly, his dark eyes burning under the white headdress, 'and purify her according to the law.'

"At his command the girl springs to her feet. She is agile as a doe. She flees across the court and out through the low door. At sight of her the mob scatters to right and left, fearing the defilement of her very touch. Straight onward she races, through the city gates and out onto the rolling plain. Her eyes are on the leper's cliff, and the swallow is not swifter in its flight to them.

* * *

"And now there is a softer radiance in the vision that I see, as though the sun rises through misty clouds of pale gold out of which the leper cliffs loom soberly. Along the base runs the long, twisting, whip-like road. There is a silver dust upon it on the way from Nazareth. People crouch in angry silence beneath the cliffs. Their right hands cover stones, and their right arms are crooked to throw. Efram stands facing the scowling throng, his purple robe upheld in his right hand like a shield, and behind it Mahmet stands like a stag at bay, with the girl clinging to his neck. There is blood on the forehead of the leper and there is blood, also, on the swarthy cheek of the stately Arab.

(To Be Continued.)

Love—IV

"'Listen to me,' cries Efram, 'vile dogs that you are! Listen to me or I shall loose on you the strong arms of my many men and tear you limb from limb. Dolema shall not die at your hand. She has done no wrong.'

"'The law! the law!' screamed several voices.

"'Is it the law that you shall shed innocent blood?'

"Behold her,' says a leader of the mob as he steps forward. 'She hangs to the leper's neck. Unclean as she is, we have seen her in the village. Are we to tolerate this thing and bring down on all of us the curse of God?'

"'She shall be brought before the priests in due course,' answers Efram, 'but not a stone shall strike her from your hands.'

"The silver dust on the long road from Nazareth has drawn near. Out of it comes the form of a young man clad in a workman's garb. Wild cries rise up from the disordered mob. 'Stone them all!' is the incessant shout. 'The law! Who shall withstand the law?'

"A rain of sharp stones begins to fall upon the stalwart figure of the Arab. Raising his robe higher in his right hand he looks down upon the angry faces of his foes with a calm smile. A rock strikes his temple and he falls slowly forward on his face, his red blood reaching out slowly beyond his head among the sands. Uncovered by his fall Dolema and the leper stand revealed. No longer does the girl cling to the young man's neck. With uplifted hand she faces the mad crowd. There is a radiance about her that stays the stone-laden hands in mid air. She cries out:—

"'Cast now your rocks, you wardens of the law. Cast now your rocks. He has fallen, whose heart knew only love. Where he has led the way Mahmet and I can follow, for the trail is made holy by his feet. Cast now your rocks! Think you, you can destroy love? Efram has answered you, and I answer, also. Behold, there is a higher law; today flowers blossom about your feet where no flowers gladdened the air yesterday. Mark you how the birds sing. Love is the other and the higher law that you know not of. Cast now your rocks!'

"But none cast a rock. Men glanced at each other out of the corners of their eyes. 'What is this we see?' said one. 'Behold her face shines as the sun.'

"'The seven rays shoot forth above her shoulders,' cries another. 'Let us begone, lest in lingering we fall foul of the vengeance of the unknown God.'

"When they had faded into the tawny silence of the desert the eyes of Dolema fell upon the stranger standing on the road to Nazareth. She trembled and called out, but the young man passed slowly by, clothed in the radiance of the dust that rose like a silver mist above the road.

(To Be Continued.)

Love—V

"And now," said the philosopher, "I come to a scene that might well be left untold, and yet I cannot pause, for the gray clouds swirl and the dust of the desert takes strange, singing shapes. As though the scythes of great wings feathered in white criss-crossed as of gulls homing to a lone rock upon the sea.

"Dolema stands looking with awe-struck eyes upon the stranger in the silver dust, but Mahmet turns his hands over and over before his eyes. They glisten in the sun. He feels his fingers, his eyes wide with the wonder of this thing.

"'Dolema,' he shrieks, 'the curse! The curse has gone! Behold my hands! My hands! My fingers! Clean! I am beloved of God once more!'

"And out of infinite space a whisper seems to grow, saying amid the jostling of the white wings: 'Love giveth Life, forever and ever and ever.'

"And the two stand and wonder, and the girl says: 'Love giveth life, but Efram is dead,' but the youth says: 'Love giveth life even as it changes form. The spirit of Efram shall never come nigh unto the desolation of death.'

* * *

"And now the scythe of the moon is over the cliff again where the lepers dwell. Dolema and Mahmet stand on the cliff's edge and the moon is caught in the maiden's hair like a golden band. She speaks softly.

"'There stood a stranger on the road close by,' she said.

"'What road?' asked Mahmet.

"'The road to Nazareth,' answered the girl.

"'Let us go down to Nazareth,' said the youth, 'and show ourselves to the priests.'"

* * *

The philosopher sighed. "Ask me no questions," he said wearily. "I have told you what I have seen. Still do the words ring in my old ears: 'Love giveth Life.'"

The Highway

By F. L. Pinet

Life is a highway, wondrous fair;
And we are but pilgrims journeying there.

And it's here the rain and there the rain,
But ever the sun comes out again;

And it's over the hill and under the hill,
But ever the way leads onward still;

And it's here a stone and there a stone,
And it's many a mile one must go alone;

And it's here a foe and there a friend,
And many the turn, and, at last, the end,

Life is a highway, wondrous fair;
And we are but pilgrims journeying there.

—The Kansas Teacher.

EDUCATION IN ACTION

University Head Sees End of Credits

"The university interested in inquiry then will expect that its students will turn out to be of two types: those who will end their formal education after finishing their junior college work, and those who will go on," recently stated Robert M. Hutchins, president of the University of Chicago. He added that "since the object of the curriculum will be orientation, students will leave the college when they are oriented, or when it appears that they never can be. This means the abolition of credits, grades and attendance records, and the substitution for them of an intimate knowledge of the individual and an enlightened program of examinations."

Teachers' Union Put Stop to Cadet Corps

On three occasions when the Board of School Superintendents attempted to "slip through" a resolution for a Junior Reserve Officers' Training Corps in the Jamaica, L. I., High School, the Teachers' Union successfully opposed it, and forced public hearings, according to Dr. Henry R. Linville, president of the Union. "The original intention now seems to have been given up and a compromise measure of having a unit under Section 550 of the National Defence Act is offered in its place," he said. Dr. Linville said the Union would continue to oppose the introduction of military training in the schools and also the "intelligent alertness" tests for teachers. "The Union has taken the position that we should have more intelligent alertness among teachers—and among school officials also—but we do not believe any such formal requirements as courses of lectures will yield the results expected," he asserted.

Air Scholarships For College Men

Four scholarships to fit young men for careers in commercial aviation have been offered by W. E. Boeing, airplane manufacturer, it was announced at Oakland, California, recently. Undergraduate students beyond the freshman year at approved universities may become candidates for the scholarships, one of which will fit the winner to be a master pilot with 203 hours in the air and 924 hours of ground work. Contestants for the scholarships will be required to submit essays on one of these subjects: Aviation's Contribution to Internationalism; The Development of Air Transportation and Its Possibilities, and The Development of Safety Features on Established Air Transport Lines. Courses will be given in the Boeing School of Aeronautics located in Oakland.

Mexico Increases School Expenditures

Tamaulipas, Emilio Portes Gil's home state, spent 25 pesos per school child in 1927, the latest year for which educational statistics are available for all the states. Tamaulipas now has increased its appropriation for 1930 over 1929. After Tamaulipas came the Western border state of Sonora, then Yucatan, Chihuahua, Sinaloa and Coahuila, all of which but Yucatan touch the American border. In Mexico the most important educational program is that carried on through the entire country by the Federal Government, especially in the case of the elementary rural schools. The case of Yucatan is noteworthy by contrast. It is one of the states with the fewest federal schools in the entire country, but it ranks third in the amount of money spent annually per school child.

Rockefeller Boy Spends Little

Although Nelson Rockefeller, second son of John D. Rockefeller, 2d, is destined to share in one of the world's greatest fortunes, the four-year course at Dartmouth College which he will complete in June has given him no experience in the spending of money on a large scale. His monthly allowance has just been sufficient to cover the necessities of college life. Until his senior year he was not permitted to have an automobile, although the majority of the students at Dartmouth manage to finance motor power in some dilapidated form or other from the freshman year on. The grandson of the world's first billionaire has lived in one of the cheapest clubs. He has consistently foresworn the more expensive social events. The "richest boy's" clothes are always inexpensive, and, sometimes, when he goes hiking, they are actually ragged. Being heir to a fortune which has become synonymous with fabulous wealth throughout the world has netted young Rockefeller no special privileges, officials of the college and students agree. Blond, thin, unassuming in manner, as well as dress, in spite of his six feet, he has built up a reputation for industriousness, democracy, economy, and loyalty during his course.

Plan to Drop Bible Stirs Amherst Protest

Discontinuance of all courses in religion next fall and the consequent removal of the Rev. James G. Gilkey, of Springfield, from the faculty, announced by Amherst College authorities, was followed by concerted student protests and the reading in college chapel of a resolution against such action. Arthur Stanley Pease, president of Amherst, said that the reasons which caused the trustees to discontinue the religious instruction were: First, monetary; second, Dr. Gilkey was not a resident professor, and third, a feeling that the matter was duplicated in philosophy courses. Many of the students felt differently. Twelve of them protested to Dr. Pease at once, and the Christian Association cabinet at a mass meeting adopted a resolution asserting that religious instruction was a part of a liberal education and urging that "such instruction be not even temporarily omitted from the curriculum."

Professor Leads Students in "Rag"

Professor Henry Tonks, Slade professor of fine art at University College, London, took part in a "rag" which marked the breaking up of the college recently for the Easter vacation. The engineering students were attacking the Slade School, when they were surprised to see Professor Tonks, who is sixty-seven, leading a counter-attack. Under the guidance of the professor, the Slade students beat off the attack. "It was a jolly affair," said Professor Tonks, "and I thoroughly enjoyed the part I took in it. I may have been a little dishevelled, but I was not badly hurt."

School Reform Declared Necessary

Calling for elimination of politics from schools, a reform in the system of school taxation, and a bigger school unit to increase educational efficiency, Dr. George D. Strayer, professor of educational administration at Teachers College, Columbia University, recently celebrated his twenty-fifth year of teaching in that institution by dining as a guest of members of Teachers College faculty and his former students. Competent school executives who are unable to serve their communities be-

cause of exploitation by political organizations are on the increase, Dr. Strayer said, and it is incumbent upon school administrators to protect the schools by acquainting the public with the importance and significance of school service.

N. Y. Schools Bar Hayes's History

After seven years' use as a textbook in the public schools of New York City, "Modern History," written by Professor Carlton J. H. Hayes, of Columbia University, in collaboration with Assistant Professor Parker Thomas Moon, has been barred by the Board of School Superintendents, "upon complaint that it is objectionable on civic and religious grounds." Acting Superintendent Harold G. Campbell explained that the approval of the textbook by the superintendents in 1923 was withdrawn quietly last month, after the Rev. Dr. Lefferd M. A. Haughwout, rector of St. Ann's Episcopal Church at Great Hills, L. I., had insisted on attention to his complaint. When this complaint was first received in January, the department of education set it aside in the express expectation that nothing more would be heard of it. George J. Ryan, president of the Board of Education, said today that his mail was usually filled with complaints from one group or another, which feels it is at a disadvantage under the public school system. Dr. Haughwout wrote to the superintendents and to Mr. Ryan again and again, however, and also interested the local Staten Island School Board, appointed by the borough president of Richmond.

Urges Teaching Of Good Citizenship

The American educational system was criticised recently for failing to do its part in the prevention of crime, by Dr. Charles A. Ellwood, sociologist of the University of Missouri. The educational system, he said, is failing to produce socially intelligent, public-spirited citizens with a high degree of social honor, and this is largely responsible, he held, for the failure of efforts at crime reduction. It is only through educational agencies, of which the home, the school, the press and amusement groups are the most important factors, that the individual can be reached and taught good citizenship, he said. Other views expressed by Dr. Ellwood were that there is too much emphasis on vocational training and physical sciences in the schools, and that social science is disregarded. The mass of the citizens are ignorant of how everybody else lives; for example, city people know little or nothing about the lives of country people. This ignorance is not confined to the uneducated, but includes the so-called educated class, which shows that social intelligence is neglected.

Doubtful Methods Of Air Sanitation

The heating and ventilation of schools has been, and still is, the most troublesome problem in school hygiene, declares James Frederick Rogers, M. D., Consultant in Hygiene and Specialist in Health Education, Federal Office of Education. "In the ninth decade of the last century," he said, "the carbon dioxide of the air, if not looked upon as a menace in itself, was at any rate set down by the ablest sanitarians as a definite gauge of the degree of toxicity of the air, caused by human 'effluvia.' When it was formulated by science that, in order to keep the carbon dioxide down to a certain concentration, and hence the poisonous animal matter in the air at a safe dilution, each child must have delivered to him 2,000 cubic feet of fresh air per minute, there was something definite on which to set up legislation. In consequence, ventilation laws or regulations on this subject were formulated by thirty-one states. In twenty of these states a standard was set of thirty cubic feet of air supply per minute. Although set up by the authority of science, scientists—or, at any rate, some scientists—after only a quarter of a century, seem to regret that these specific requirements were ever put into effect and would demand their revocation. It is worth noting that for a number of weeks of the school year—when the furnaces are not in operation and when the health of the pupil is apparently at its best—the required amount of air is never delivered to the pupils. The doubt that has been thrown by recent studies on the value of the ventilation requirements of these laws—when the laws are fulfilled—should put a damper on legislation which is too specific in its demands."

Father Interest Basis Of National Movement

Having as its objective the stressing of the father interest in the educational development and training of children in the home, a nation-wide movement, to be known as the Fathersonians of America, has been launched in Pasadena, California. The new movement was announced by Dr. F. B. Carruthers, educator, who stated that the plan is to erect practical guidance centres throughout the nation, where graduates of the Boy Scout movement, who are now fathers, may receive assistance through handbooks, brochures, research studies, advisory opinions, consultation, training squads, conferences, and church, home and community forms of father-son activity. "This being an age of specialization and the father-son bond being the core of good American nationalism," declared Dr. Carruthers, "it has become a determined policy of the founders to confine all the emphasis upon this one greatly neglected element in the building up of successors to the busy fathers of America."

5,000 Schools Urged To Save Eyes of Young

Although children's "sight-saving" classes in this country were increased during the past year by forty-five to a total of 350 in ninety-five cities, 5,000 such classes are needed in the United States, according to the fifteenth annual report of the National Society for the Prevention of Blindness. The report tells of many other blindness prevention activities. The "sight-saving" classes are conducted for children with seriously defective vision. Through the use of large-type books, movable desks, ideal lighting, and special teaching methods, the children get the same instruction that those with full vision receive, and are taught how to conserve their sight. To train teachers for this work special courses will be given in the coming summer months at Columbia University, the University of Chicago, the University of Cincinnati, and the State Teachers' College in Buffalo, N. Y.

High School Prodigy Tests Education Law

Erudition, personified in twelve-year-old William J. Greenler of West Boxford, Mass., will lift from the realm of the ordinary the graduation exercises of the class of 1930 at Johnson High School in North Andover, in June. In spite of his youth the boy has been chosen valedictorian. He will have completed in June four years of study in Johnson High School, having been admitted at the age of eight. When it was determined that Greenler would be graduated in June there arose the question of whether the state law requiring school attendance up to the age of fourteen would prevent his release from the classroom. Dr. Payson Smith, State Commissioner of Education, was consulted. For a time it appeared that the boy would be obliged to continue at school, in spite of his scholastic rating, but Dr. Smith found

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that a clause in the law which exempted from compulsory school attendance children who are mentally deficient, might accomplish the seeming paradox of exempting children who, like Master Greenler, are quite the contrary. The clause provides for the exemption of children whose mental condition would render compulsory school attendance impractical, and Dr. Smith ruled that Greenler might be so classified. The boy's parents said that they will not permit him to take entrance examinations for college for some time.

Brooklyn College Project Adopted

An independent educational institution maintained by the city, and known as Brooklyn College of the College of the City of New York, will come into being next fall as a result of the action of the Board of Higher Education in New York on April 22. The new institution will offer full college courses, taking over the junior college and other college facilities of City College and Hunter College, now maintained in Brooklyn, with an enrollment of 2,800. The ranking of the institution will be the same as that of Hunter College and the College of the City of New York. William A. Boylan, associate superintendent of schools, will head the group.

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History Methods Need to Be Changed

History in America has been studied from the biographical, military, economic and social points of view, but according to Dr. John W. Oliver of the University of Pittsburgh, the modern age demands that it be considered rather from the standpoint of technology. Instead of concentrating upon the acts of our military heroes and our "misguided Congressmen," he proposes that the new historian should consider the tool and machine makers who have revolutionized the lives of mankind. For such a study, he declares, with a pardonable burst of local pride, Pittsburgh is the strategic point. For there he believes the technology of iron, steel, glass, pottery, coal mining, fuel and oil, as well as the radio industry, has been developed to its greatest efficiency. Thus, in the textbook of the future, children yet unborn may perhaps study Greek, Roman, and Pittsburghian history.

Princeton Adds To War Library

One of the largest and most comprehensive collections of books and documents relating to the World War has been compiled by the Princeton University Library, according to George M. Peck, curator of special collections, who, with Dr. Ernest C. Richardson, had charge of collecting and arranging the war literature from 1914 to 1918. Prominent financiers and business men of the United States and England have contributed funds to maintain this collection, known as the Benjamin Strong collection of foreign public finance, for the next five years. The collection, established by the late governor of the Federal Reserve Bank, includes books and documents relating to the history and present status of the national finances of foreign countries.

University Opens Newspaper Plant

The plan for practical newspaper experience as part of a university course, recommended to the trustees of Washington College by Robert E. Lee, in 1869, has been put into practice at the Lee Memorial School of Journalism of Washington and Lee University. A complete newspaper plant, with strictly modern equipment, functions daily, with students as editors, reporters, copy readers, advertising men, and with former newspaper men, now journalism teachers, as constant coaches. A newspaper which makes a profit for the help of needy students is issued. "The shop is strictly a publishing laboratory for instructional purposes. No competitive printing is done," explained Professor Roscoe B. Ellard, director of the school, who obtained donations to buy equipment and install the laboratory. Eighty students are taking journalism courses, the largest enrollment since the school was re-established five years ago, the journalism faculty announced.

Educator Advocates Public Kindergarten

Inclusion of the kindergarten in the public schools throughout the United States was favored by Dr. H. E. Bernard, director of the White House Conferences on child welfare, before the annual meeting of the International Kindergarten Union in Memphis, Tenn. "Parents are not yet the best persons to train young children," he said. "Parental education is much needed in this country. Children come into the primary schools not fitted for school work, and many of them have to repeat a grade or be turned into special schools. The kindergarten serves as a place to sort and select children, and its inclusion in the public school system would probably greatly decrease the work of the juvenile courts later. Too many of our children leave school to fall into jobs. In a few cities progress is being made in setting up a system of vocational guidance. This work is closely related to child labor problems and fitting the school child to an occupation which provides him maximum opportunity for development."

Says Intelligence Tests No Gauge

Declaring that tests are only a means of ascertaining whether a pupil is school-dull or school-bright, and pointing out that no boy or girl is considered dull before he starts in the primary grades nor after he graduates from college, Ernest W. Butterfield, New Hampshire Commissioner of Education, recently declared. Intelligence tests, now in vogue in elementary schools, are not the proper means of gauging a person's mental equipment, the educator said. He explained that there was no such thing as a general education, and that general intelligence tests were, therefore, a misnomer. They merely tell whether a person is school-bright or school-dull, he asserted.

The BOOK TABLE

AGRICULTURAL NATURE STUDY. Book Two. By John Gehrs, Missouri State Teachers' College, Cape Girardeau. Cloth. Illustrated. 208 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Cape Girardeau State Teachers' College has one of the most scientific plans and plants for interesting and enlightening pupils regarding vegetable and animal life in the country. In this broad statement we include agricultural as well as professional institutions.

Book One, of which we wrote exuberantly when it appeared a few months ago, is by far the most valuable elementary book we have seen in relating nature in civilization with creation unimproved by civilization.

It is one of the few textbooks of recent times that we have used, personally, repeatedly, because it has information and suggests lines of thought regarding creation and civilization that we have found nowhere else.

Book Two, "Agricultural Nature Study," is a revelation of processes of civilization. Book One deals with the "What" in nature. Book Two deals with the "Why" of civilization, and with the "How" of making the processes of civilization contribute to the health and wealth of the world more and more each decade.

Book Two has the latest word of fact and science in the use of nature as it has been improved by civilization.

Much of the information could not have been used in any textbook ten years ago. We regard Professor Gehrs' Book One, "Nature Study," and Book Two, "Agricultural Nature Study," among the most important creations of modern education.

A GENERAL SCIENCE WORK BOOK. By Charles H. Lake, Lewis E. Welton, James C. Adell. Heavy paper cover. 352 pages (8 by 12). New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

The Work Book to fit any text, adaptable to the elimination of whatever is not of advantage to students of varying abilities, and relieving the teacher of wearisome home work, appears to be an American creation in education.

The Work Book plan is especially adapted to General Science, which in its very nature is more or less miscellaneous in variety and emphasis.

The Lake-Welton-Adell General Science Work Book has been prepared with the utmost care, and with 352 pages, it is really a library of General Science.

A SHORT HISTORY OF MATHEMATICS. By Vera Sanford, Western Reserve University, under the Editorship of John Wesley Young. With an Introduction by David Eugene Smith. Cloth. 400 pages. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

This elaborate tracing of the interest in mathematics from the Ancient World will have a fascination for those who enjoy following a trail that has played an important part in the creation of civilization. This study has every charm of modern passion for the crossword puzzle style of modernizing the influence of various ages, languages and nationalities. We confess to a personal interest in such a study because we posed as a specialist in textbook mathematics, often employed to examine manuscripts of such textbooks more than sixty years ago, and it has been my diversion to enjoy such historic adventures as this, by far the best we have seen.

THE BEGINNINGS OF THE AMERICAN PEOPLE AND NATION. By Mary G. Kelty, State Teachers' College, Oshkosh, Wisconsin. The Tryon and Langley History Series. Cloth. Illustrated. 365 pages. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

This is a scientifically prepared textbook for interesting, profitably, pupils in third or fourth grades of a school system. The author had previously demonstrated faithful adherence to facts, with rare skill in announcing what was of real value in an approach to American history, freeing the wheat from the chaff of romantic fiction.

In this captivating book the story is the charm, and in every story the appeal is to child's passion for heroic adventure, a sort of childish affection for which develops into a passion for detective stories in youth.

The story spirit is skillfully strengthened for memory by a variety of devices and suggestions that cause the pupil to dwell upon vital phases of the story until it becomes a permanent possession to be carried over into the elementary grades.

A GUIDE FOR THE STUDY OF PLANTS. By Mabel E. Smallwood, Lane Technical School, Chicago. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

Nowhere else can there be found as much important information in heavy paper covers, abundant, reliable, usable information about 350 common flowering plants, 100 common trees, seventy-five common shrubs, seventy-five common weeds and twenty hardy vines.

FRUIT-GROWING PROJECTS. By Fred C. Sears, Massachusetts Agricultural College. Cloth. 250 illustrations and 380 pages. New York: The Macmillan Company.

Fruit-growing projects are among the most interesting and profitable of school and community projects, and this book of Professor Sears is every way adequate in information from grafting and pruning, through the budding and blossoming, through green fruit and ripe stage, to harvesting and marketing. It is a remarkably complete treatment of an important and interesting activity.

Books Received

"General Business Science." By Lloyd L. Jones and Lloyd Bertsci.—"Projects in Business Science, Used With General Business Science," Parts 1 and 2. By Lloyd L. Jones and Lloyd Bertschi. New York City; The Gregg Publishing Company.

"Our Friends at Home and School." By Margaret L. White and Alice Hanthorn.— "Fact and Story Readers." Book One. By H. Suzzallo, G. E. Freeman, A. M. Skinner, and K. L. McLaughlin.—"Nature Study," Book Two." By John H. Gehrs. New York City: American Book Company.

"The Science of Everyday Life." By E. V. Buskirk, E. L. Smith and W. L. Nourse.—"A Short History of Mathematics." By V. Sanford. Boston, Mass.: Houghton Mifflin Company.

"The Relation of Diet to Health and Growth of Children in Institutions." By M. S. Rose, C. E. Gray and Katherine L. Foster.—"A Study of the Student Homes of China." By Ava B. Milam. New York City: Bureau of Publication, Teachers College, Columbia University.

"The Teaching of Mathematics in Secondary Schools." By Ernst R. Breslich. Chicago, Illinois: The University of Chicago Press.

"English in Modern Business." By A. C. Babenroth and E. J. McNamera. New York City: Prentice-Hall, Inc.

"Educational Psychology." By W. S. Monroe, James C. DeVoss, and G. W. Reagan. Garden City, New York: Doubleday, Doran and Company.

"Parliamentary Law." By Edith Theall Chafee. New York City: Thomas Y. Crowell Company.

"Education and International Relations." By D. A. Prescott. Cambridge, Mass.: Harvard University Press.

"The Beginnings of the American People and Nation." By Mary G. Kelty.—"Representative Essays, English and American." By John Robert Moore. Boston, Mass.: Ginn and Company.

"The Fundamentals of Public School Administration." By Ward G. Reeder. New York City: The Macmillan Company.

"The Library in the School." By Lucile F. Fargo. Chicago, Illinois: American Library Association.

"The Editorial Page." By Robert W. Jones. New York City: Thomas Y. Crowell Company.

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GRINS BETWEEN GRINDS

Shock Instead of Thrill

The patter of tiny feet was heard from the head of the stairs. Mrs. Kinderby raised her hand, warning the members of her bridge club to be silent.

"Hush!" she said softly. "The children are going to deliver their good-night message. It always gives me a feeling of reverence to hear them. Listen!"

There was a moment of tense silence, then: "Mamma," came the message in a shrill whisper, "Willie found a bed-bug."

The Money Changers

Cohen and his family sat down to dinner on Sunday. To his three boys Cohen said: "Now children, which of you would vant it a nickel instead of meat for dinner?"

Each of the three decided in favor of the cash settlement, so Mrs. Cohen put the meat away. Then she brought in the pie and put it on the table.

"Now, my children," inquired Cohen, "how many of you vant a nickel's worth of pie?"

Mathematical Matrimony

Ephraim—"What you-all call it when a girl gits married three times—bigotry?"

Moses—"Lawsy, boy, you suttinly am a ignoramus. Why, when a girl gits married two times, dat am bigotry, but when she tries it three times, dat am trigonometry."—Successful Farming.

Subtle

A troop of Boy Scouts recently presented their Scoutmaster with a walking stick, on which was inscribed: "Be Prepared."

It was a wedding present.

Too Bad

Friend—"Why is it that your son rides in a car and you always go on the street car?"

Father—"Well, he has a rich father and I haven't."

Correct

Teacher—"If there were Mr. Jones, Mrs. Jones, and the baby, how many were there?"

Johnny—"There were two and one to carry."

Explained

"Why do they have those glass cases with axes in 'em in the passenger cars?"

"Oh, they are in case someone wants to open a window."

Good

Old lady to the clerk in the drug store: "What have you got for gray hair, young man?"

Clerk: "Only the greatest respect, madam."

All Set

"Before I give my consent to the marriage," thundered the old man, "I must ask what income you will be receiving."

"Six hundred pounds in all," the young man answered, without hesitation.

"Then, with the 500 I allow my daughter, you will have—"

Quickly the young man shook his head.

"Oh, I have been reckoning that in!" he explained.—London Answers.

"C" as in Seize

Teacher—"Now, Percy, what is the third letter of the alphabet?"

Percy—"I dunno."

Teacher—"Yes, you do. What is it that you do with your eyes?"

Percy—"Mother says I squint."

Too Many

Mary: "Do you think a girl can love before twenty?"

Marjorie: "No, I don't. It's far too big an audience." — Montreal Gazette.

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Tercentenary Expositions

By Edwin D. Mead

In connection with the observance of the Massachusetts Tercentenary, although there will be no "World's Fair," there undoubtedly will be various special industrial expositions in different centres of the state identified with special interests.

The great poets of our Golden Age were Boston poets. Boston has been one of the world's great publishing centres. The history of education in Massachusetts, from the founding of the Boston Latin School and Harvard College to the time of Horace Mann and Charles W. Eliot, forms a cardinal chapter in American advance. Massachusetts was the cradle of the public library movement, not only for this country, but for the world. Fifty years ago more than half of the public libraries in the United States were in this Commonwealth and until yesterday the Boston Public Library has been without a peer. There is not today a town in the Commonwealth without a free public library.

The 1930 Education Exposition should present comprehensively the whole history and present activities of Massachusetts education. Harvard University, the Massachusetts Institute of Technology, Boston University, Tufts College, Simmons, Boston College, Holy Cross, Clark, Amherst, Williams, Smith, Mt. Holyoke, Wellesley, Wheaton, Phillips Academy, Groton and the rest should all have their respective halls, along with the public schools, all vying with each other in enthusiastic emulation, in the presentation by charts, pictures, books and models, of their founding and development.

There should be installed for this historic occasion George A. Plimpton's famous collection of school textbooks, the most important collection of this character in existence, representing all the centuries and countries of modern time, and covering all departments of education. Mr. Plimpton has been engaged for half his life-time in making this collection, and no other approaches it in extent or value. Mr. Plimpton, of the great educational publishing house of Ginn and Company, was a Massachusetts boy, still owns and frequents the old Plimpton home at Walpole, is a graduate of Amherst College, and has been for twenty years the president of its board of trustees.

Interesting Announcement

The United States Flag Association, Washington, D. C., has organized a Supply Service whose function is to supply Flags, National Bunting, Flag Books, Flag Charts, and other patriotic products. Flags of every description, National Bunting, Flag Books, Flag Charts, and other patriotic products gotten from the Association are of the highest grade of correct design. All profits made are used in helping to carry on the program of work of the United States Flag Association for the patriotic education of the youth of America.

Sight-Saving Classes

The steadily increasing number of "sight-saving" classes which are being established throughout the country have opened many opportunities for advancement to teachers with the necessary special training. During the last year forty-five additional classes for pupils with seriously defective vision were inaugurated in various communities, bringing the total to 350 in the United States.

The National Society for the Prevention of Blindness estimates that at least 5,000 such classes will be needed to provide facilities for educating all visually handicapped children.

In sight-saving classes, through the use of special large type books, movable desks, ideal lighting, and special teaching methods, children with little vision are not only given the same sort of education that children with full vision receive, but they are also taught how to conserve their remaining sight. Educators have found that many children who had been accounted stupid or sullen displayed excellent intelligence and pleasing dispositions as soon as their defective vision was recognized and they were placed in sight-saving classes.

To prepare teachers adequately for this work, summer courses will be offered this year (1930), in co-operation with the National Society for the Prevention of Blindness, by the University of Chicago, the University of Cincinnati, Columbia University, and the State Teachers' College in Buffalo, N. Y.

Information concerning these courses may be secured from the respective universities or from the National Society for the Prevention of Blindness, 370 Seventh Avenue, New York City.

Ten Mistakes of Life

Judge McCormick, of San Francisco, says these are the ten mistakes of life:—

To attempt to set up your own standards of right and wrong.

To try to measure the enjoyments of others by your own.

To expect uniformity of opinion in this world.

To fail to make allowances for inexperience.

To endeavor to mold all dispositions alike.

Not to yield to unimportant trifles.

To look for perfection in our own actions.

To worry ourselves and others about what cannot be remedied.

Not to help everybody, wherever, however, and whenever we can.

To consider anything impossible that we cannot ourselves perform.

—Personal Efficiency.

Age and Efficiency

Thomas A. Edison is far from young as years go, but the passing of time apparently has not dimmed the intellect or lessened the wisdom of the "electric wizard." On the question of retirement of men in industry at mid-age, Mr. Edison has said:—

"The man who has reached the age of thirty-six is just about ready to discard the illusions built on the false theories for which wrong instruction and youthful ignorance previously have made him an easy mark. He is just beginning to get down to business. If he is really worth while, he has passed through a series of hard knocks by that time. The useful man never leads the easy, sheltered, knock-

less, unshocked life. At thirty-six he ought to be prepared to meet with the realities, and after that period in his life, until he is sixty, he should be able to handle them with a steadily increasing efficiency. Subsequently, if he has not injured his body by excess indulgence, and if he has not eaten to excess, he very likely may continue to be increasingly efficient up to his eightieth birthday, and in exceptional cases, until ninety."—Exchange.

Failures

The failures of life sit around and complain:
The gods haven't treated them white;
They've lost their umbrellas whenever it rains;
And they haven't their lanterns at night.
Men tire of failures who fill with their sighs
The air of their own neighborhoods;
There's a man who is treated with love-lighted eyes—
He's the man who delivers the goods.

—Walt Mason.

Quake Every Half Minute

Every half minute an earthquake occurs somewhere on earth. Great ones powerful enough to destroy towns happen about four times a year. Two especially sensitive zones exist: 1—along the almost continuous stretch of the Alps, Caucasus and Himalaya mountains; 2—along the whole mountainous circle of the Pacific. Often shaken Italy is in the first zone, California and Japan in the second. Eastern North America along the Appalachian chain goes through a noticeable, but usually harmless quake at least once a year, and a damaging one at about five-year intervals.

—Time, the Newsmagazine.

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